

## To Hold the Epoch's Duty Together, to Promote the Development of World Education Together

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### ABSTRACT

This paper reviews books and articles on globalization and education. It begins with a brief overview of the issues facing humankind, focusing specifically on cultural globalization. The paper then moves on to examine how education globalisation is viewed and carried out in relation to the topic of culture and education. It also examines the conflicts that are described within the fields of educational studies, as well as the actions that can be used to undertake in an era of globalization.

**Keywords:** globalization, culture, education, educational studies.

### INTRODUCTION

The English writer Charles Dickens describes the world after the Industrial Revolution. He says: "It was the best of times, it was the worst of times." Today, we are living in a world of conflict (Beck, 2000; Waters, 1995). On one hand, material and wealth have been accumulated, the innovative progress in science and technology has been impressive, and the development of human civilization has reached the highest level in history. On the other hand, global challenges such as regional conflicts, terrorism, and refugees waves occur frequently. The uncertainty that the world is facing caused by poverty, unemployment, and wealth gap is arising.

Many people are puzzled by these phenomena: "What is happening to the world?"

To solve this puzzle, we need to accurately identify the root of the problem. One view is to blame education globalization as the reason for the current state of chaos (Bloland, 1995). Education globalization used to be seen as the cave of Alibaba. Presently, it is thought by many as Pandora's box. International society has evoked a wide discussion around education globalization (Birmingham, 2011; Luijten-Lub, Van Der Wende, & Huisman, 2005; Mundy, 2007). In this paper, I would like to discuss my view on the state of humankind's education from the angle of education globalization.

### ISSUES OF HUMANKIND

Humankind is facing many issues. These issues are not due to education globalization (Dixon, 2006). For example, for the past few years, the waves of Middle-east and North African refugees have drawn global attention. Millions of ordinary people lost their homes and have been displaced. Even young children lost their lives on the way of to find a new home (Water, 1995). It makes our hearts ache. The reasons why such problems occur are because of war, conflict and regional instability. The ways to solve these problems are searching for peace, promoting resolution and recovering stability (Beck, 2000). Furthermore, the crisis is not the necessary product of education globalization. Instead, it is the result of the education system's interest-driven approach and the severe lack of education supervision (Knight, 2014; Roberts,

1998). To declare the issues that puzzle the world to be the fault of education globalization is neither in line with the truth, nor being helpful to solve the problems.

From a historical perspective, education globalization represents the objective demand for the development of social productivity, and the necessary result derived from technological advancement (Sweeney & Zandan, 1982). It is not created by certain people and certain nations. Education globalization has provided a forceful power for economic development. It promoted a flow of commodity, technological development and the progression of civilization, as well as the communication among people from a variety of countries (Watkins, 2006).

Certainly, we have to admit that education globalization is a “double-edged sword.” When education globalization is going down, the “cake” of world education can not easily be made large. It is in fact getting smaller. The conflicts between quality and quantity, human resource and productivity, efficiency and equality are becoming salient. Both developed countries and developing countries can feel the pressure and the shock (Knight, 1999). The voice for resisting globalization reflects the insufficiency of the development of education globalization (Altbach, 2004). It draws our attention and makes us reflect deeply.

“Sweet melon hugs bitter roots; delicious dates are born from thorn.” From a philosophical point of view, in this world, there is no such thing as a perfect thing. It is not holistic when we believe an entity is perfect because it bears strengths; nor do we consider it as nothing because it bears weaknesses. To observe Canada's development is to see what fruitful results Canadians have achieved. It is more important to see what laborious efforts Canadians have made. To observe what achievements Canadians have obtained is to see what Canada has contributed to the world. This is a holistic view (Cohen, 2007). Without a doubt, education globalization has brought new issues, yet, we cannot throw the baby out with the bathwater. Rather, we shall adapt and lead education globalization, resolve the negative impact of education globalization, and allow it to benefit each nation and each ethnicity to a great extent (Altbach, 2004).

Looking back, Canada has experienced hesitation and doubt toward education globalization. It has gone through perturbed feelings toward joining the movement of education globalization (Bond & Thayer Scott, 1999). However, we realized that to immerse in education globalization is a great direction in history (Association of Universities and Colleges of Canada-Scotiabank, 2002; Ministry of Training, Colleges and Universities, 2006). To develop its education, Canada must dare to swim in the great ocean of the world pool. If we are afraid to experience wind and rain and see what the world looks like, we will one day end up drowning and dying in the ocean. Thus, Canada courageously stepped into the world classroom. During this process, we have choked on water, encountered whirlpools, wind and waves, but we learned how to swim by swimming. This is the correct strategic plan.

The ocean of education globalization is right here, no matter if we want it or not. It is unavoidable. Cutting down each nation's channel of funding, technology, product, industry, and human resources by human error to allow the ocean of education globalization to return to an isolated and small pond and tiny stream is impossible. It is not in accordance with the historical trend.

### **ISSUES OF EDUCATION GLOBALIZATION**

Human history tells us, we shall not be fearful when having problems. We shall be fearful when not directly facing problems and not finding the way to solve these problems. While encountering the opportunities and the challenges education globalization has brought us, the

correct solution is to fully take advantage of each and every opportunity, to cooperatively deal with all the challenges, and to lead education globalization in the right direction.

Scholars of education globalization suggest that we should let the process of global education be more lively, more accepting, and more sustainable (Altbach, 2004; Dixon, 2006). We should actively perform, moderately manage, and allow more positive energy of education globalization to release in order to achieve the re-balance of the process of education globalization (Ng, 2003; Selvaratnam, 1998). We should follow the great trend, take each nation's unique situation into consideration, and correctly choose the path and the rhythm of immersing into education globalization. We should demand efficiency, emphasize equality, and allow diverse nations, diverse classes, and diverse population groups to share in togetherness the benefits of education globalization. This is the necessary duty for each educationist at this epoch. It is also the expectation that people of each nation have for us.

Currently, the predominant task is to lead world education out of this difficult circumstance. Education globalization has been in a sleeping mood for a long time. The gap of education quality and the gap of South and North has become more salient. Fundamentally, the issues are due to three prominent conflicts that have not been solved effectively.

The first one dwells upon the insufficient force for the global increase, and its difficulties to support the world education's sustainable and stable development (Zolfaghari, Sabran, & Zolfaghari, 2009). The world education is at its lowest point, the increasing rate of global exchange is consistently lower than the increasing rate of education (Allaway, 1991). The results for the short-term policy stimulation are not ideal, the promotion of a system reform is still on its way (Trilokekar, 2010). World education is experiencing a gear-change period for the kinetic energy. The pulling effect of the traditional increasing engine toward education is weakening (Heffernan & Poole, 2005). Although new technology such as long-distance education and chromebooks have kept emerging, the high point of new education has not yet formed. The world education has not created a new path yet.

The second one is that the global education supervision is lagging behind and its difficulties to accommodating the world education's new change. Not long ago, the World Bank indicated that the contribution rate of the newly developed countries and the developing countries have reached 80%. For the past ten years, the contrasting power of international education forces has altered drastically (Cannon & Toussignant, 1999; Clark, 1999); yet the global supervising system has not been able to reflect the new structure. Its treatment of representation and tolerance is not sufficient. The layout of the global education system has gone through constant adjustment. The new industrial link, value link, and providence link have been shaped; yet the rules for exchange and investment have not been able to follow the new trend. The system's close-mindedness and the departmentalized rules are salient (Marginson & Rhoades, 2002). The global education field demands the capability to resist the strong winds. Yet the global education's supervision system is unable to adopt this new demand. Thus, it is difficult to effectively solve problems such as the frequent turbulence and the accumulation of bubbles for the resources in the international education field.

The third one is the imbalance of global development and its difficulties to meet the needs of people's hope for good lives (Waters, 1995). Klaus Schwab writes in his book entitled *The Fourth Industrial Revolution*, that the fourth industrial revolution will generate a profound impact, including the aggravation of inequality, in particular, the gap between investment and labour. The wealth the world's richest people occupy surpass the total sum of 99%. The inequality of earning distribution, and the unbalanced space for growth is troublesome. There

are still more than billions of people living in extreme poverty. This is the biggest challenge that is facing the world today. It is also the main cause for national and societal instability (Green, 1997). It has always been the fundamental reason for the existence of education globalization.

These issues show that the current world educational growth, supervision and developmental framework have problems that must be solved. Henry Dunant, the founder of the Red Cross says: "Our real enemy is not the neighboring country; it is hunger, poverty, ignorance, superstition and prejudice." We not only need wisdom to analyze a problem, but also the courage to take an action.

### **ACTIONS TOWARD A HARMONIOUS WORLD EDUCATION**

The first action is to insist on innovative drive and to create an organic model for growth. The fundamental problem facing the world education is its insufficient growth power (Bartell, 2003). Innovation is the primary motion power for development (Sander & Stewart, 2004). In comparison to the past education reforms, the current education reform commenced with its index growth rather than a liner dimension (Spring, 2008). We must find our way out through innovation. It is only with the courage of innovation and evolution that we can break the bottleneck for the world education growth and development.

We need to innovate the ideas for development, surpass the debate between having more governmental stimulation or having a more hands-off approach (Teichler, 2004). We need to establish the way of thinking to manage both the symptoms and the root cause, and to apply policy in a coherent synthesis (Knight, 2014). We need to innovate policy strategies, and push the structural reform to create space for growth and increase the sustaining strength (Zollfaghari, et al., 2009). We need to innovate growth methods, grasps the opportunities that the new industrial reform and digital economy have brought us (Cannon & Touissignant, 1999). We need to deal effectively with the challenges childhood education and adult education have brought us; at the same time, we need to resolve the shock of unemployment that informatization and automaitization have brought. We need to emphasize the opportunity of creating employment during the process of cultivating new educational structure, new educational state and new educational framework to allow people of every nation to re-gain their confidence and their hope (Spring, 2008).

Secondly, we need to insist on cooperation and assistance to create an open and win-win model (Amiel, McClendon, & Orey, 2007). Humankind has become a joint-life entity: there is you within me, I within you. We share a highly fused interest, and our survival depends on one another. Each country has the right to development. At the same time, we shall think about our own interests from a wider standpoint, and not to injure other nations' interests.

We shall firmly and steadfastly insist on opening the door for world education, so we will share opportunities and interests with the door widely open and to achieve the goal of benefiting each other and wining together (Altbach, 2002). We cannot withdraw ourselves to the harbour as soon as facing a storm. That way, we will never reach the shore. We shall try our best to develop global communication and connection to allow the international community to achieve its growth in communication and connection, and to walk into prosperity (Bourne, 2007). We shall firmly and steadfastly develop global education exchange and investment, promoting the freedom and facility of exchange and investment during the opening process, and having a clear-cut position on protectionism (Gilliom, 1981; Marginson & Rhoades, 2002). Engaging in protectionism is like locking oneself in a dark room. It looks like one escapes the wind and the

rain, but one is disconnected from the Sun and the air. Neither side gains when committing in the exchange battle.

Thirdly, we need to insist on advancing with the times, and creating a just and reasonable supervising model (Batelaan, 2001). Small intelligence governs affairs; large intelligence governs systems. The urgency for the reform of the global education governing system is becoming more salient. The voice of international society calling for the reform is getting louder and louder (Bolan & Bolan, 2006). It is only when adapting to the new demand for an international education structure, that the global governing system will be able to provide a powerful safeguard for global education.

No matter if nations are large or small, strong or weak, rich or poor, they are equal members in the international society; they shall equally take part in making decisions, enjoying rights, and fulfilling duties (Chang, Denson, Misa, & Saenz, 2006). It is necessary to grant the newly developed countries and developing countries membership and freedom of speech (Selvaratnam, 1998). In 2014, UNESCO launched its mid-term strategy for education and the first objective was "supporting member states to develop education systems to foster high quality and inclusive lifelong learning for all." In 2018, the Canadian Society for the Studies of Education will hold a conference with a theme of "Diversity." This trend needs to be kept. We shall insist on multicultural rules, maintaining the authority and efficiency of the multicultural system. We shall keep promises, obey rules, and not choose or give up according to our own wills. The creation and fulfillment of Canada are in line with the direction for global development. The nation's fruitful results are gained without ease. That is why we shall safeguard it in unity, and not easily give it up. These are the responsibilities we shall take for the future generations.

Fourthly, we need to insist on equality and tolerance, to create a model of harmony and benefit for all (Bourne, 2007). "When the Grand course was pursued, a public and common spirit ruled all under the sky." The aim of development is to create prosperity for people. To have a more harmonious development, to have more equally developing opportunities and to be able to share the results by everyone, we need to refine the developmental ideas and framework, and enhance the development's equality, effectiveness and cooperation (Gilliom, 1981).

We shall advocate the spirit of diligence and resourcefulness, and the social value in striving and hardworking to allow all people's laborious products to gain respect (Batelaan, 2001). Emphasis shall be placed on solving the big problems such as poverty, unemployment, and equality, to take good care of the needs of the special students in order to promote social justice and equality (Ng, 2003). We shall protect the ecological environment and promote a coordinated development for science, society and individuals in order to achieve harmony between human and nature, and human and society (Hanvey, 1982). We shall implement UNESCO's Medium-term strategy (2014-2021) to achieve the harmonious development in a global scale.

"To use collective power, nothing will not be conquered; to act with multiple intelligence, everything can be done." As long as we establish firmly the collective conscious for humankind's shared life, hand by hand, take on duties in unity, and go through hardship together, we will certainly make a more beautiful world and let people be happier.

### **CONCLUSION**

The development of world history tells us that humankind's journey for the progress of civilization has never taken place on a smooth road. Humankind moves forward through the

process of conquering difficulties and hardship. Even the most difficult circumstances cannot obstruct humankind's footsteps to move forward. When facing challenges, we do not blame oneself, do not blame others, do not give up confidence, and do not escape from responsibilities. Rather, we need to overcome challenges and difficulties.

History is created by the brave ones. Let us show our confidence, take actions, and hand in hand to walk to the future!

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